

Name: .....

Teacher: .....

**PRACTISE  
EXAM**

Hot Tip:

Read this info now, it'll be similar  
on exam and you can avoid wasting  
precious writing time

**Year 11**

**2015 English Exam**

**Wednesday 11<sup>th</sup> November**

**Reading time: 11:15am to 11:30am (10 minutes)**

**Writing time: 11:30am to 1:30pm (2 hours)**

**There are 2 sections to this exam. You must complete both sections.**

<b>Section A: Text Response</b>	10 marks
<b>Section B: Analysis of language use</b>	10 marks
<b>Total</b>	20 marks

### **Materials**

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, rulers and an English and/or bilingual printed dictionary.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

### **Materials supplied**

- Lined paper

### **Instructions**

- Write your name and teacher's name on each response page and the front of this page.
- Complete both sections A and B [2 essays]
- All answers must be written in English.
- Submit this booklet and all response pages.

## Section A: Text Response

# PRACTISE EXAM

### Section A: Text Response Examination Criteria

The examination will address all of the criteria. All student responses will be examined against each criterion.

- detailed knowledge of the selected text, demonstrated appropriately in response to the topic
- development in writing of a coherent and effective discussion in response to the task
- controlled use of expressive and effective language appropriate to the task

Exam marking guidelines at end of paper

#### Instructions for Section A: Text Response

- Students must complete **one** analytical/expository piece of writing in response to **one** topic on **one** selected text.
- Indicate the selected text and topic.
- In your response you must develop a sustained discussion of the selected text in response to the topic.
- Your response must be supported by close reference to and analysis of the selected text

Hot Tip: Practise writing on ALL of these topics on BOTH texts

#### TEXT RESPONSE *Practise* Exam topics

##### I'm Not Scared:

- 'Although Michele experiences fear, he never lets his fear override his moral convictions.' Discuss.
- 'I'm Not Scared shows that there is nothing wrong with being scared -it's knowing what's right that's important.' Discuss
- The real monsters are fear and greed. Discuss
- I'm Not Scared explores the consequences for innocent people when desperate people dispense with moral codes of conduct.'

##### On the Waterfront:

- Edie is depicted as an angel that saves Terry. To what extent do you agree?
- Joey and Edie are both catalysts for Terry's transition. Discuss
- The actions of only a few individuals can result in a revolution. Discuss.
- 'You stand up and I'll stand up with you.' It is only through the longshoremen's group effort that they are able to overthrow Johnny Friendly. Discuss.

# PRACTISE EXAM

## Section B: Analysis of language use

### Section B: Language Analysis Examination criteria

The examination will address all of the criteria. All student responses will be examined against each criterion.

- understanding of the ideas and points of view presented
- analysis of ways in which language and visual features are used to present a point of view and to persuade readers
- controlled and effective use of language appropriate to the task

### Practise Language Analysis pieces included in this handout

- ☐ Scenario 1 + a student sample (You're welcome 😊)
- ☐ Scenario 2 (Submit a draft to receive a student sample)
- ☐ Scenario 3 (Submit a draft to receive a student sample)
- ☐ Scenario 4 (You're on your own, conference with your teacher)

## Exam guidelines

Section B of your end-of-year exam will focus on analysing persuasive language. **This section is worth one-third of your total mark for the exam.** You will be required to write an extended piece of prose that analyses the use of written language and visual features in an unseen text or texts.

Allow one hour for this task – 5 minutes for planning, 50 minutes for writing and 5 minutes for proofreading.

## Exam criteria

### Exam criteria for Section B – Analysis of language use

#### What you have to do

Understanding of the ideas  
and points of view presented

- Show a clear understanding of the point of view by identifying the **main contention** and the **main points** or arguments that are used to support it.

Analysis of ways in which  
language and visual features  
are used to present a point of  
view and to persuade readers

- Demonstrate an understanding of some of the persuasive strategies used to present a point of view and position readers to agree.
- Show **how** the piece of text is designed to have an impact on the audience through particular **word choices** and/or **visual features**.
- Look for explicit or implicit appeals to the **values** that this audience might be expected to endorse; this will allow you to show a **perceptive** understanding of how language and visual features are used.

Controlled and effective use  
of language appropriate to  
the task

- Your language should be **clear and precise**, with accurate spelling and correct grammar.
- Make effective use of **appropriate vocabulary, including metalanguage** for discussing persuasive techniques and the positioning of the reader, to discuss the ways in which language is used to persuade.



## How can you improve your score for Section 6?

Past exam assessment reports suggest that high-, medium- and low-level answers have the following characteristics. To achieve a top mark for Section 6, aim to have your analysis resemble the description in the left-hand column of the table below.

A high-level response:	A medium-level response:	A low-level response:
shows that the student has read the 'Background information' (if provided) carefully and demonstrates their understanding of the <b>context</b> of the piece	shows some evidence that the student has read the 'Background information' and shows some understanding of the context of the piece	shows little or no awareness of the context of the piece
maintains an appropriate balance between summarising the piece and <b>analysing the language</b>	demonstrates some analysis of persuasive language	shows little analysis of persuasive language
focuses on analysing <b>how language is used to persuade</b> rather than on identifying techniques, and demonstrates an <b>understanding of the holistic effects</b> of persuasive language, that is, the way in which persuasive techniques work together to build up particular effects	focuses too much on identifying techniques rather than on analysing language, and demonstrates limited awareness of the holistic effects of language	only identifies techniques, showing little or no awareness of the holistic effects of language
analyses the <b>tone</b> of the piece and notes where and why it changes, if it does	makes limited note of the tone of the piece and any changes in tone	demonstrates little understanding of the tone of the piece and any changes in tone
<b>incorporates analysis of visual material smoothly</b> , noting how it supports or contradicts the point of view presented in the text	includes analysis of visual material but does not necessarily incorporate it smoothly into the response	excludes analysis of visual material or the analysis is very basic

## SECTION C – Analysis of language use

### Scenario 1: Coffee pod recycling

#### Instructions for Section C

Section C requires students to analyse the use of written and visual language.

Section C is worth one-third of the total assessment for the examination.

Read the opinion piece ‘What our love affair with coffee pods reveals about our values’ and then complete the task below.

Write your analysis as a coherently structured piece of prose.

#### TASK

How is written and visual language used to attempt to persuade the audience to share the points of view in the opinion piece?

#### Background information

- The following opinion piece appeared on *The Conversation* website, which claims to provide ‘independent analysis and commentary from academics and researchers’.
- The article also contains a photograph and a cartoon.

5 August 2014, 6.41 am AEST

## What our love affair with coffee pods reveals about our values

### Authors



**John Rice, Associate Professor in Strategic Management at Griffith University**



**Nigel Martin, Lecturer, College of Business and Economics at Australian National University**

*Disclosure Statement:* John Rice is a member of the Australian Labor Party and the National Tertiary Education Union. He drinks skinny flat whites.

Nigel Martin does not work for, consult to, own shares in or receive funding from any company or organisation that would benefit from this article, and has no relevant affiliations.



*A quick shot, but then what? While some used coffee pods like these are recycled, many more end up in the bin.*

Mornings just aren't the same. Late sleepers, once troubled only by the quiet gurgle of the boiling kettle, are now shaken from their slumber by the guttural sounds of steaming water being forced through aluminium or plastic coffee pods.

The pods are conveniently secreted into the coffee machine's collecting receptacle, so the pangs of guilt from the latte socialists (and others) are only tweaked when the dank pods require emptying – generally well after the coffee has been consumed.

Wooed by no less than Hollywood star George Clooney, Australia is in love with coffee pods. Pods have taken Australian homes and workplaces by storm.

**SCENARIO 1 – continued  
TURN OVER**



As is the case for other beverages, Australians have shifted to drinking better quality coffee and pods are part of that mix. While pods are one of the most expensive ways to buy packaged coffee, they are also one of the most convenient.

The Swiss coffee pod innovators at Nespresso (a division of the food behemoth Nestlé) have been joined by usurpers including Germany's Aldi and Italy's Cafitaly. Proving that patents are easier to take out than protect, Nespresso's share of the world pod market has been in steep decline. This having been said, the industry is in a rapid phase of growth – sales are soaring – and thus few are complaining.

Yet the news is far from all good. Pods are emblematic of a wider problem in our society, where we often say one thing and generally do another. In this case, where many of us like to speak about being 'green' or living sustainably, even while sipping from a cup of coffee produced by an industry that is about as sustainable as an ageing Soviet nuclear power plant.

If, as some predict, pod use doubles over the next five years, a veritable environmental tsunami is in store. In theory, pods are recyclable. But in practice they are rarely recycled, particularly the plastic variety beloved by the budget-conscious.

Instead, they end in landfill: perhaps a poignant sign for garbage archaeologists a thousand years from now of this generation's environmental profligacy.

Last year, independent consumer group Choice reported that Nespresso had sold an estimated 28 billion capsules worldwide – about 28 million kilograms of aluminium, much of which may be sitting in landfill, with recycling figures not made public.

New Zealand's Ethical Coffee Company has created a vegetable-based biodegradable coffee capsule that is Nespresso-compatible and can be thrown straight into the compost. However, the shelf life of these pods is likely to be far more limited than the most commonly used aluminium or double-wrapped plastic pods.

Environmental problems are not the only vices embodied in pods. The coffee industry has long been wracked by criticism that its sourcing practices, especially in the third world, are rapacious.

The Swiss multinational Nestlé, which first dreamed up the pod phenomenon, is no stranger to such criticism. It runs its own 'sustainability' accreditation program, which it proudly pronounces now exceeds 75% for beans sourced. However, cynics might see the self-accreditation program as essentially self-serving, delivering few benefits or value-adding opportunities to coffee-growing communities.

Perhaps most prosaically, critics often argue that pod coffee just isn't any good.

A decent barista generally uses between 10 and 20 grams of ground coffee in a serve, while pods contain barely 5 grams. The decision to make the pods so small was carefully chosen to maximise profits, not taste.

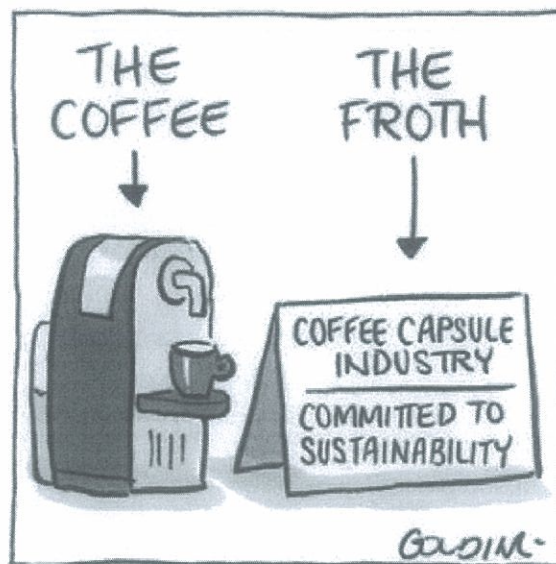


As a result, the coffee produced generally fails blind taste tests – labelled watery, musty and underwhelming by Choice. Hardly the words that the marketers would like to hear.

And yet, the march of the pods continues.

The American satirist HL Mencken famously quipped that ‘no one in this world ... has ever lost money by underestimating the intelligence of the great masses of the plain people’. In today’s world, you could add the word ‘laziness’ or, more charitably, ‘love of convenience’ to the list.

Pods, in their own humble way, tell us much about the future intersection of environmentalism and consumerism.



*Illustration: Matt Golding, Sydney Morning Herald*

Western consumers are generally supportive of the environment – so long as they don’t have to do anything about it. Multinationals everywhere are wise to this, of course, and have created a phenomenon known to cynical greenies and academics as ‘greenwashing’. This entails wrapping a product in a veil of environmentally positive haze, regardless of how fundamentally egregious its environmental credentials are.

It all paints a less than rosy picture for the future, in which more businesses help create, rather than solve, environmental problems. How this all plays out remains to be seen. One thing, however, is predictable. For innovators who can blend branding and convenience while ignoring all else, the future seems assured.

**END OF SCENARIO 1  
TURN OVER**

## Sample student response for Scenario 1

The proliferation of coffee pods throughout Australia is encouraging lively debate about environmental sustainability, ethical consumerism, waste management and advertising standards. The consumption of coffee pods is encouraging the exploitation of coffee-growing communities and an increase in landfill, and all while multinational companies improve their profits based on facile advertising campaigns. In their opinion piece, 'What our love affair with coffee pods reveals about our values', posted on *The Conversation* website, 5 August 2014, John Rice and Nigel Martin contend in a scolding and sometimes mocking tone that our consumption of coffee pods and their glib promotional material tests our resolve for a sensible and sustainable approach to coffee consumption.

The article immediately establishes Rice's and Martin's credibility by citing their positions as an associate Professor at Griffith University and a Lecturer at ANU. Both authors occupy positions at established universities and such credentials encourage readers to believe that their arguments and use of evidence are based on sound educational research and practices. Their purposeful use of alarming statistics and research that highlights '28 billion capsules' and '28 million kilograms of aluminium' contributing to landfill positions readers to consider the validity of their educated research. Coupled with the allusion and quotation of American satirist HL Mencken, the authors present themselves as educated authorities and invite readers to accept their stance on the 'march of the pods'.

To offset the risk of alienating the average reader by stamping their academic authority on the issue, Rice and Martin utilise inclusive language and promote accountability in 'Australian homes and workplaces'. Their consistent use of 'many of us', 'we' and 'our love affair' firmly apportions the burden of responsibility on all coffee consumers. Readers are urged to recognise themselves as belonging to the generalised groups of 'late sleepers', 'latte socialists', 'Western consumers' or even 'Australians' who have contributed to the 'problem in our society'. Having conceded such complicity, readers feel compelled to acknowledge their susceptibility to shrewd advertising and therefore to accept the writers' assertion that their own behaviour is partly to blame. The writers' scathing tone aids in the depiction of the unacceptable 'behemoth' multinationals and their 'usurpers' who endorse the 'vices embodied in pods' as 'rapacious' and greedy. Yet, it is the consumers who are duped into accepting 'barely 5 grams' of 'watery, musty and underwhelming' coffee in 'blind taste tests'. The mocking tonal shift admonishes consumers simply 'wooed' by a 'Hollywood star' to indulge our 'love of convenience' and 'laziness'. The final reprove from Rice and Martin notionally identifies our 'pangs of guilt' as we 'conveniently' secret pods into a 'collecting receptacle' for later disposal. The utilisation of inclusive language and negative connotations lures readers into accepting responsibility for their uncritical acceptance of clever marketing and the resulting increase in pod numbers.



Rice and Martin use appeals to fear to paint a 'less than rosy picture for the future'. They evoke a sense of fear and anxiety in readers by announcing 'the news is far from all good' and conjuring images of disasters such as a 'tsunami' and the peril of an 'ageing Soviet nuclear power plant'. The prime threat is to sustainable living and environmental health which are susceptible to 'problems' associated with bulging landfill sites. Not even the promise of 'recyclable' or 'vegetable-based biodegradable' capsules allay readers' fears as the relentless proliferation of 'aluminium or double-wrapped plastic pods' negates any benefit from recycling. The clean and 'green' hopes of readers are diminished as the warning of suppressed 'recycling figures' suggests that these negative statistics would be too 'egregious' to release. Readers are finally manipulated to fear the 'sourcing practices' of Nestlé, Nespresso, Aldi, and Cafitaly as they focus on 'self-serving' behaviours that deliver limited benefits to struggling 'third world' countries. Not only is environmental sustainability called into question but Rice and Martin firmly imply that readers should join in the growing 'criticism' levelled at 'coffee pod innovators' for deliberately undermining and taking advantage of these besieged 'coffee-growing communities'.

Rice and Martin incorporate two images into their article, one of which is a photograph of innumerable used coffee pods amassed in a disordered heap. The implication for viewers and readers is that their 'love affair' with the pods ultimately leads to 'conveniently secreted' masses of packaging destined for the bin and eventually landfill. Like councils and local community leaders, viewers are positioned to consider how to dispose of this growing mound of used receptacles, significantly detracting from the 'positive haze' presented by marketers and advertising agencies. The second visual is a cartoon by Matt Golding from the Sydney Morning Herald, which relies on the visual pun of 'the froth' to humorously imply the efforts of the coffee capsule industry are nothing more than advertising foam created by 'steaming water'. While pointing a bemused finger at industry innovators, the more disturbing comment asserting the industry is committed to 'sustainability' highlights the hypocrisy of the claim and gently prods at the gullibility of consumers who believe it. Readers, 'greenies', consumers and 'academics' are beckoned in an appeal to group loyalty to reject the 'veil' of 'greenwashing' by the coffee pod producers and reject the product's 'environmental credentials'.

Ultimately, Rice and Martin utilise a range of persuasive techniques to convince readers that our voracious consumption of coffee is contributing to an ensuing environmental calamity, and they chastise consumers for their reluctance to do 'anything about it'. Their astute use of research and statistics, interspersed with a healthy 'cynical' approach to multinational coffee companies, cautions an educated audience regarding the dangers of blindly accepting the 'self-serving' claims of any industry. The integrated visuals compel viewers and readers alike to acknowledge the sheer size of the problem and the smug indifference of corporate decision-makers. Furthermore, the authors' use of inclusive language and appeals encourages consumers, even the 'budget-conscious' seduced by the coffee pod, to resist participating in 'environmental profligacy'.



## SECTION C – Analysis of language use

### Scenario 2: Terms of endearment

#### Instructions for Section C

Section C requires students to analyse the use of written and visual language.

Section C is worth one-third of the total assessment for the examination.

Read the opinion piece ‘Frankly, my dear: why terms of endearment are not ok’ and the accompanying comment and then complete the task below.

Write your analysis as a coherently structured piece of prose.

#### TASK

How is written and visual language used to attempt to persuade the audience to share the points of view in the opinion piece and the comment?

#### Background information

- The following opinion piece appeared on the Lip Magazine website, which is an ‘independent magazine for young women that aims to provide intelligent, thoughtful content for our equally intelligent and thoughtful readers’.
- Two images are contained in the article.
- There is one comment following the article.

# Frankly, my dear: why terms of endearment are not ok

By Cheyne Anderson

Why does referring to someone as 'love', 'sweetheart' or 'darling' cause offence? There is no set of conditions that outlines when terms of endearment are appropriate. We have all used them, or been called them, at some point in our lives. In a recent article by the all-around awesome Annabel Crabb, she ponders this issue following the backlash against Queensland MP Warren Entsch for referring to her as 'love', 'darling', and 'girl' on her television show, *Kitchen Cabinet*. She points out that whether or not it is OK to call a woman by these terms is entirely reliant on the given context. While I believe this to be true, it also, understandably, causes confusion.

In contemporary life, terms of endearment appear to be double-edged swords. To call somebody 'sweetheart' is to spin a social roulette wheel that can land on a well-received compliment, an insult or somewhere in between. Who is conversing, their cultural background and the nature of the conversation all influence the way we speak.

That said, I don't like it when strangers refer to me using terms of endearment.



*Not your sweetheart*

I was inspired to write this piece by the comments section of Crabb's piece, where many frustrated internet-dwellers treat the rejection of these terms as a symptom of today's political ills. They claim that the youth of today, mostly female, are so apathetic, narcissistic and outrageously PC that we can't even take a compliment anymore. While a small sample of commenters can hardly measure a wider social mood, it appeared that most were endearment-givers who associate its use with nostalgia for a generation that I am not a part of. Herein lies the problem.

**SCENARIO 2 – continued**  
**TURN OVER**

I have a less rosy view of terms of endearment, perhaps because of the countless times words like 'love' and 'sweetheart' have been used to cap off some extremely patronising phrases, ('can you even count, love?'). As I am in my early twenties, female, and earning a crust working in the customer service industry, I am frequently referred to by these saccharine nicknames. Frankly, my dear, I do give a damn. It annoys me because of the dissonance it creates. It separates who I feel I am as a person, which is an adult doing my job, from how these phrases imply that I appear to other people, i.e. as a 'pet'.

In my experience, whether or not a term of endearment is appropriate is not an unnavigable minefield of PC culture where well-meaning gentlemen are alienated by the 'feminazi' mindset of women today. Actually, it's quite simple.

It's only an endearment if you are dear to me.

When people use terms of endearment in everyday life, and they're not related to me, it makes me feel uncomfortable. At the same time, I understand that most people who use it are well-intentioned, and this is OK. There's no need to hit the panic button just yet. However, between strangers, terms of affection can easily become weapons. It's no surprise that people can be unpleasant regardless of age, gender, or position in life. Yet terms of endearment are often used by such unpleasant folk as segues into condescension. They become ways to assert power. In the customer service industry, where the worker is already inferior to the needs of the customer, you suddenly become a kid playing dress-ups asked to leave the room while the adults talk. This is not OK.

I have experience at the receiving end of people who use pet names to belittle and humiliate. A memorable example was when I was a teenager working in hospitality. A man, unhappy with the service on a busy day, asked to speak to the manager. As I approached him, he waved his finger at me and said 'not you, sweetheart'. He shook his head and pointed to a male staffer. 'Him'. It didn't matter that I was old enough to be out of high school, had worked at that establishment for five years and was, in fact, the manager. A well-placed 'sweetheart' infantilised me. He didn't want to speak to a little girl.



*Sometimes there are generational differences at play, where terms of endearment are well-intentioned*



Terms of endearment are not always used in sinister ways. I understand that people, particularly the elderly, like to finish off their sentences with a sense of familiarity. Some, as it is claimed in the comments of Crabb's article, only want to use it to show appreciation. There are generational differences at play here and most are well-intentioned. Yet I still find it uncomfortable when a stranger describes me in this way, as if calling me 'lovely' is a reward for my 'good behaviour' as a pet is given a treat and a pat on the head. In the context of work, I enjoy striking up conversations with people from all walks of life. But I'm not your sweetheart. I'm not your darling.

Perhaps to people not in my position, or maybe even age bracket or sex, this issue may not seem as sensitive or as gendered as I have presented it. After all, aren't men often referred to wholesale as 'mates' in ways that can be similarly abused? The main difference is that terms of endearment indicate a relationship. With the term 'mate' that relationship is friendship. On the other hand, when an older male refers to me as 'sweetheart', the relationship is paternal. If that person is not my father, where does this leave me? It puts me into an identity limbo because I'm not viewed as an adult, which I'm pretty sure I am, but eternally as somebody else's 'darling'.

### **One thought on 'Frankly, my dear: why terms of endearment are not ok'**



**Lou Heinrich**

I, too work in hospitality, which is where I find I'm addressed in these terms the most often. Cheyne, I like that you've acknowledged the benevolent intentions of its users; I see that as well, and in a world which doesn't have the same local community it once did, I understand that people are often seeking a connection within a transactional relationship.

So I find it hard to criticise. But beyond the grandmotherly and grandfatherly types, names like 'love' and 'honey' can't escape being patronising. It highlights the power imbalance of service.

And secondly, the pet names don't wash on male staff. It's a gendered way of addressing women.

**END OF SCENARIO 2  
TURN OVER**

## SECTION C – Analysis of language use

### Scenario 3: Screen time for kids

#### Instructions for Section C

Section C requires students to analyse the use of written and visual language.

Section C is worth one-third of the total assessment for the examination.

Read the open letter ‘What Steve Jobs taught me about parenting’ and then complete the task below.

Write your analysis as a coherently structured piece of prose.

#### TASK

How is written and visual language used to attempt to persuade the audience to share the point of view in the open letter?

#### Background information

- The following letter was written to the school community by a parent of two Wattletree Primary School students.
- The letter appeared in the school’s weekly newsletter under the heading ‘What Steve Jobs taught me about parenting’.
- Contained in the letter is one image.

## What Steve Jobs taught me about parenting

Dear Wattletree parents,

I've been thinking about something lately, and I'm writing this open letter to encourage you all to do the same. I've been thinking about the amount of time our children spend in front of screens.

Last week, as I was waiting at school to pick up my boys, Joshua and Braiden, I read an interesting article on my phone. It was about how Apple founder Steve Jobs limited his children's screen time.

This got me thinking. If Steve Jobs, technological guru, limited his kids' use of screens, why don't I monitor my children's use?

I did some research and discovered it wasn't only Jobs who felt this way. Several CEOs of tech companies had similar ideas.

I've often used screens to keep my kids quiet. Last week my youngest, Oliver, was with me in a cafe. It had been one of *those* mornings; I couldn't get him to settle down. I asked if he wanted to watch a video. He nodded, raising his eyes hopefully. I propped the phone against the salt shaker and pressed play. He was mesmerised. I finally had a minute to enjoy a coffee.

Later, Oliver watched an hour of television. Then he played on the computer. When his brothers came home, he watched them play X-box. After dinner he watched more TV, and in bed we read an ebook on the iPad. Then, while his brothers brushed their teeth, I left the iPad beside him, playing sleep-time music. (It doubles as a night-light.)

Why am I explaining this? Because I've been thinking about the degree to which we're reliant, as parents, on technology: not only its ability to expose children to new things, or provide answers to curly questions ('Why don't you Google it?' I always tell Braiden), but also as a substitute babysitter. I realised that for me, and I think for many others, communication devices have become an integral part of parenting. When I calculated the amount of time four-year-old Oliver spent in front of a screen, it was almost six hours per day. What effect was that having on his development?

Television, tablets, smart phones, computers: all these devices are used, often daily, by kids. As I dug further, I found that many reputable figures are concerned by this.



The wonderful book *The Shallows* (by Nicholas Carr) argues that the internet is changing people's brains in insidious ways we're only beginning to understand. While books encourage a sustained level of concentration and immersion in a story-world, the internet, with its endless links, fosters a shallow, superficial engagement with information – there is always something else to click on. I see this with Braiden, who researches a school project as if running a timed obstacle course – each site only gets a glance before he clicks on something else. He's learning, yes, and developing computer skills that will be an asset when he enters the workforce, but what of his learning quality? Is he reflecting on, questioning, synthesising what he reads? Or, with so much at his fingertips, is it encouraging him to skate across the surface, to copy and repeat things, to give little thought to what he is reading?

Many doctors are worried about the effect screen time has on children's brains. Neuroscientist Susan Greenfield thinks neural pathways will change in children who spend hours a day with screens. US Professor Gary Small agrees. The American Academy of Pediatrics states that computers should be avoided until a child is three because 'a child's brain develops rapidly during these first years' and children 'learn best by interacting with people, not screens'.



*Between computers, tablets, smart phones and television, many Australian children spend hours looking at screens every day.*

There are also health problems that result from kids being constantly glued to screens. Children are less likely to spend time playing sport or exercising. Childhood obesity in Australia is at startling rates. (Did you know that in the decade to 1995, the number of overweight children aged 7–15 almost doubled, and the number of obese children more than tripled?) There's eye strain – on developing eyeballs – and

dehydration and sleep problems (exposure to backlit screens at night can affect sleep patterns).

Cyberbullying and exposure to adult content are also risks. It's estimated that 30 per cent of Aussie children have seen something online that 'upset or bothered them'. As a parent, I try to monitor my kids' internet use, but I can't be watching every second – just as a teacher with a class full of kids can't – to ensure my son doesn't click on a bad link, or Google a 'naughty' word when my back is turned.

Some may ask: if a phone keeps your kid quiet, why worry? Well, like most parents, I want my children to become informed, creative, and imaginative adults, to contribute to the world in positive, meaningful ways. I have been irresponsible in my quick-fix habits: in seeing screens as a necessity, I have encouraged my children to do so too. Rather than teaching them that devices are a learning tool, I've let my kids use screens to ward off boredom or fatigue or anger. If I'm honest, I've been guilty of the belief that anything involving a screen is good, when in fact overuse might be changing my children's brains – potentially hampering their capacity for sustained critical thought or opening them up to a host of problems later in life. If this sounds anything like you, I hope you can learn from my mistakes.

Technology has many benefits, but Jobs was onto something. I've implemented a policy in our house: 90 minutes' screen time a day. And if I want Oliver to be quiet, I pull out crayons and ask him to draw, rather than plonking him down in front of a screen. Every night this week we've been reading print books, so he can dream sparked by creativity and imagination and wonder, not by blinking lights and flashing figures.

I encourage all parents to think about their children's screen use. As the dictum goes, 'The medium is the message.' The way our children approach the world is being shaped by time spent with screens, and we need to be aware of the responsibilities of that.

Tania Hardy (parent)

**END OF SCENARIO 3  
TURN OVER**



21 January 2015

## Public education, not culling, required at Aussie beaches

By India Whiley

As a surfer, I have to admit sharks are at the very top of my list of fears. A chill runs down my spine when a grey wave crests into a fin-shaped peak, and my heart jolts when a shadow passes beneath my dangling feet. But even so, I don't believe in shark culling. The balance of the whole marine ecosystem relies on their numbers, and many shark species are already endangered. Shark culls, such as the one recently announced by the South Australian government, only damage a fragile environment without making anyone safer. Instead of fear-driven hunts, we need public education to teach people the truth about sharks and to minimise our chances of encountering one.

Of course, I think the killing of a spearfisher by a shark last week was a tragedy, but it doesn't warrant this emotional revenge-killing of endangered animals, announced by landlubber politicians. If surfers such as me and my friends – who are in the ocean every single day and who respect its ecosystem – don't agree with this move, how can politicians in the city make this decision?

The problem with shark culling (by using baited drum lines) is that they catch other protected marine life such as dolphins, whales, turtles and rays, as well as the many gentle species of shark which pose no threat to humans. Animals less than three metres are supposed to be let off the hooks alive, but often they've drowned by then. Drum lines are expensive to maintain and ineffective: despite the culls in Hawaii in the 60s and 70s the number of shark attacks per year remained steady. And the 2014 Western Australia culling policy was abandoned following a recommendation by the WA Environment Protection Authority. So why haven't we learnt from this?

Because the media love a shark attack. And the public panic, thinking *Jaws* is stalking our shores. And then politicians make irresponsible decisions based on emotions, not science. But do you want to hear a secret the media won't tell you? According to the Shark Research Institute, we're actually more likely to die from bee stings (average 10 deaths per year in Australia) or by slipping when getting into the bath (average 5 deaths per year in Australia) than by fatal shark attack (average 1 death per year in Australia). For an island country of ocean-loving people, that's a pretty tiny statistic.

I blame *Jaws*. And *Dinoshark*, *Mega Shark*, *Monster Shark*, and even *Sharknado*. When *Jaws* was released, back in 1975, the public panicked. A culture of selachophobia (intense phobia of all sharks) was born and shark-culling expeditions were launched. All because of a fictional movie! The premise of the film (and of the many that followed) was of a 'rogue shark' developing a taste for human flesh, which is pure Hollywood. Sharks don't behave like that in reality. But the damage was done in the brains of beach-goers. The author of the original *Jaws* novel, Peter Benchley, actually devoted the last decade of his writing career to advocating the

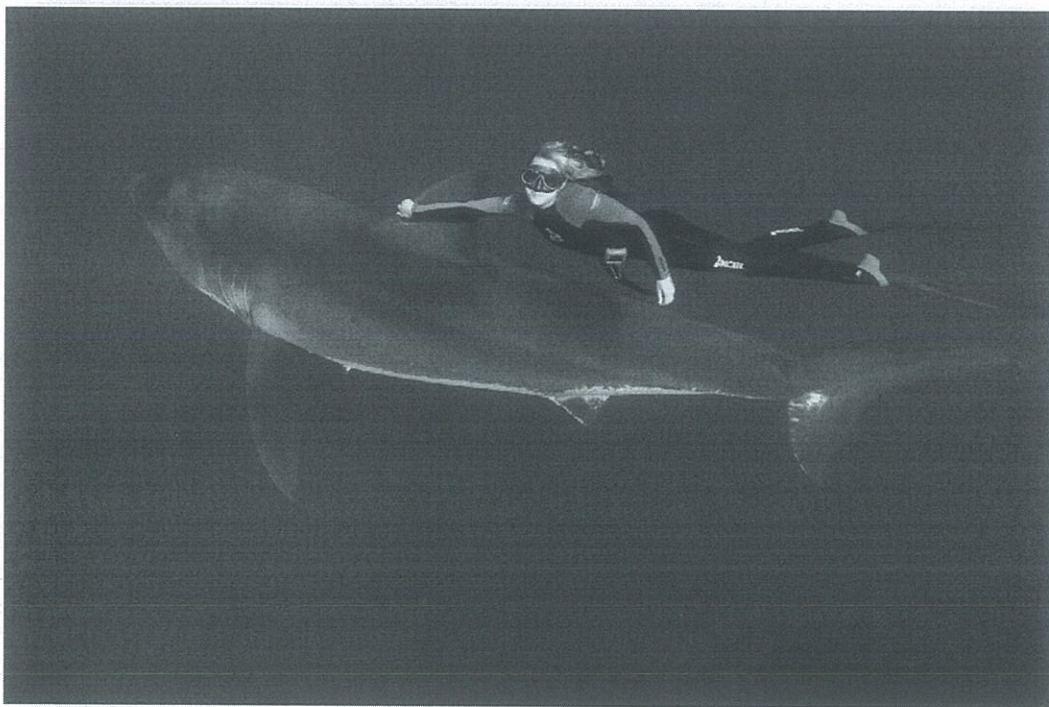
SCENARIO 4 – continued  
TURN OVER



conservation of sharks – trying to make up for thirty years of damage caused by his book and the following film.

The truth is, sharks don't actually recognise us as natural prey, because we haven't evolved alongside them in the ocean. The vast majority of shark encounters are non-fatal instances of 'bite and release'. Sharks have been studied 'tasting' birds, boats, surfcraft and humans, before deciding this is not their normal prey, and letting go.

This is why there are so many more bites than fatalities. If all unprovoked shark bites ended in fatalities in 2014, if the conspiracy were true and sharks are really 'out to eat us', there would have been more than eighty deaths worldwide, rather than ten.



*Hawaiian shark conservationist Ocean Ramsay says sharks are 'misunderstood and at risk of extinction'.*

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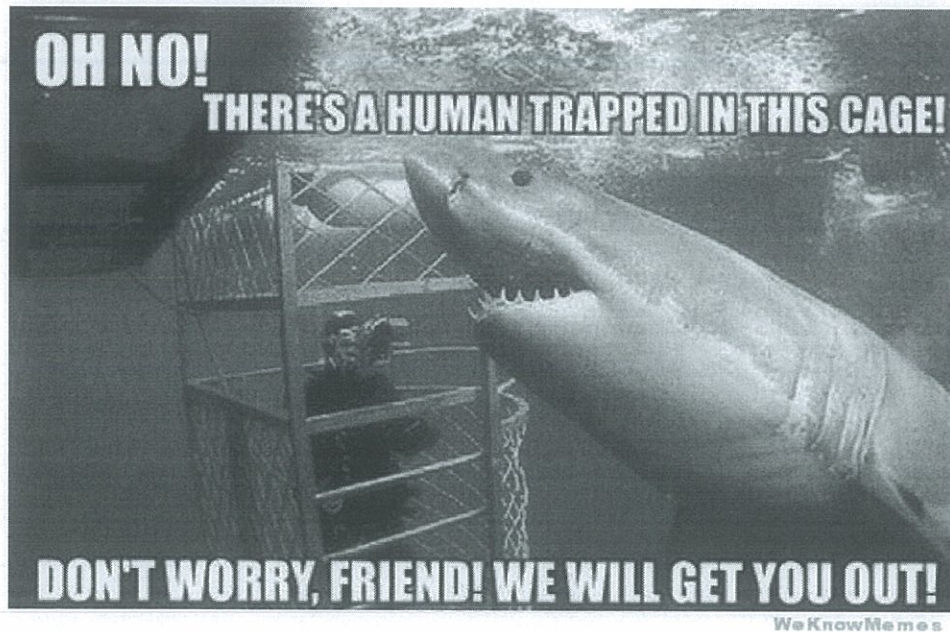
I'm not some hippy who thinks animal lives are more important than human lives. I don't want to trivialise the deaths of the surfers, swimmers and others who have come into unlucky contact with a shark. But these deaths are accidents. Tragedies. If you were to chance a walk through the African savannah you couldn't blame a lion for attacking, and you couldn't order a cull of the animals in retribution.

I'm all for tagging sharks so we can track them and learn about their migration patterns. I'm all for more helicopter patrols. And what we really need is for people to understand the risks they take when going in the ocean, while not buying into the media hype, and to learn how to minimise their risk of a shark encounter.

To start with:

- Don't swim, surf or dive alone far from shore.
- Don't swim near river mouths or storm drains, where sharks often come to feed.
- Don't swim near seal colonies or where bait fish congregate – where there is prey, there are predators.

And for the love of all things sensible, don't support cage-diving. Cage-diving operators 'chum' the sea around their boat (throwing fish guts into the water) to attract sharks for the tourists to view. Do we really want to teach sharks to associate humans, and small boats, with food?



The truth is, the ocean is not our natural habitat. When we enter the water we are not the top of the food chain. We should think of it like an African savannah, or a forest where bears live: somewhere to enjoy, while remaining wary and understanding the risks. And we shouldn't allow the politicians to mess with the whole marine ecosystem in a misguided attempt to make our playground safer.

**SCENARIO 4 – continued**  
**TURN OVER**



#### Tips for Scenario 4

- *Note the writer identifies herself as a surfer at the start of the article, which may automatically give her opinion on this topic credibility in the eyes of the audience, while she also attempts to discredit the 'landlubber politicians' who live 'in the city' as out of touch and uneducated on this issue.*
- *Be sure to comment on how the images strengthen the writer's arguments: the first image depicts a young woman swimming peacefully with a great white shark, which contradicts the general perception of sharks as aggressive predators, and may move the reader to sympathise with the writer's environmental argument. The second image, the humorous meme, playfully comments on the idea of sharks being 'misunderstood', while the fear-inducing appearance of the shark simultaneously strengthens the writer's argument against cage-diving.*
- *Also consider the subtle shifts in tone in the piece, and how the writer contrasts a reasonable, logical tone in her arguments for public education instead of shark culls against her use of more emotive language when describing the 'irresponsible' 'emotional' decisions by politicians in carrying out the 'revenge-killing of endangered animals'.*